

CURRICULUM FRAMEWORK

POLICY

PURPOSE

Melrose Primary School is committed to educating the hearts and minds of students by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our innovative curriculum and culture of excellence creates a stimulating learning environment that seeks to engage and challenge students to achieve personal success and make positive contributions to society. Our school encourages students to strive for excellence in all of their endeavours. At Melrose Primary School our broad curriculum is planned and taught sequentially and allows students to have some ownership in all aspects of their learning. It is designed to develop thinking, social and emotional skills and foster engagement with the wider community. To support the delivery of the curriculum at Melrose Primary School we access and select a wide range of suitable educational resources and undertake a range of student assessment and reporting activities.

SCOPE

Melrose Primary School uses a range of curriculum options, including Victorian Curriculum, to develop and provide education programs that are meaningful for students. Curriculum covers all the arrangements the school makes for students' development and learning. It includes the course content, student activities, teaching approaches, the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources.

The Curriculum will allow every Melrose Primary School student the opportunity to develop:

- a solid foundation in knowledge, understanding, skills and values on which further learning and adult life can be built
- deep knowledge, understanding, skills and values that will enable advanced learning and an ability to create new ideas and translate them into practical applications
- general capabilities that underpin flexible and analytical thinking, a capacity to work with others and an ability to move across subject disciplines to develop new expertise.

Teaching staff at Melrose Primary School will ensure that the curriculum meets the minimum standards with:

- a time allocation per each of the eight learning areas as defined by the Victorian Curriculum (See visual timetables at
- an explanation of how curriculum and teaching practice will be reviewed (statement is at 3.4 of this Guide)
- an outline of how the school will deliver its curriculum - found in the Melrose Primary School scope and sequence documents, yearly and term overviews, unit plans and weekly planners.
- a whole school sequential and scaffolded curriculum
- a documented strategy to improve student learning outcomes (found within the School Strategic Plan and AIP)

Melrose Primary School will provide a student centred learning environment where students feel safe to be risk takers that will foster critical thinking and have opportunities to give and receive feedback on their learning to one another in a respectful way.

Melrose Primary School

Curriculum Allocation & Timetable Example - FOUNDATION

*Know Yourself
Choose Yourself
Give of Yourself*

DOMAINS / LA	MELROSE	SESSION	TIME	MON	TUES	WED	THUR	FRI
ENGLISH / LITERACY/ EAL <ul style="list-style-type: none">Reading and viewingWritingSpeaking and ListeningSpelling	YEARLY : 400 HOURS WEEKLY: 10 HOURS	MORNING CIRCLE	9.00 - 9.20 20 MINS	Mark Roll Morning Circle Daily Schedule	Mark Roll Morning Circle Daily Schedule	Mark Roll Morning Circle Daily Schedule	Mark Roll Morning Circle Daily Schedule	Mark Roll ASSEMBLY
		Session 1	9.20 - 10.20 1 HOUR	JOLLY PHONICS / READING	PE	JOLLY PHONICS / READING	JOLLY PHONICS / READING	JOLLY PHONICS / READING
MATHEMATICS <ul style="list-style-type: none">Number & AlgebraMeasurement and GeometryStatistics and Probability	YEARLY : 200 HOURS WEEKLY: 5 HOURS	Session 2	10.20 - 11.20 1 HOUR	WRITING	JOLLY PHONICS / READING	WRITING	MATHS	EQ
		EATING TIME BREAK 1	11.20 - 11.30am 11.30 - 12.00am					
DISCOVERY <ul style="list-style-type: none">Civics and CitizenGeographyHistoryScienceEconomics and BusinessTechnologies	YEARLY : 80 HOURS WEEKLY: 2 HOURS	Session 3	12.00 - 1.00 1 HOUR	AUSLAN	WRITING	MATHS	ART	MATHS
		Session 4	1.00 - 2.00 1 HOUR	INVESTIGATIONS	MATHS	INVESTIGATIONS	INVESTIGATIONS	WRITING
EMOTIONAL INTELLIGENCE - EQ <ul style="list-style-type: none">Know YourselfChoose YourselfGive of Yourself	YEARLY : 160 HOURS WEEKLY: 3 HOURS + 1 for assembly	BREAK 2 EATING TIME	2.00 - 2.30pm 2.30 - 2.40pm					
		HEALTH & PHYSICAL EDUCATION	YEARLY : 40 HOURS WEEKLY: 1 HOUR					
THE ARTS	YEARLY : 40 HOURS WEEKLY: 1 HOUR	MINDFULNESS	2.40 - 2.45 5 MINS	EQ MINDFULNESS	EQ MINDFULNESS	EQ MINDFULNESS	EQ MINDFULNESS	EQ MINDFULNESS
LANGUAGE - AUSLAN	YEARLY : 40 HOURS WEEKLY: 1 HOUR	Session 5	2.45 - 3.20 35 MINS	EQ	DISCOVERY	DISCOVERY	LIBRARY	EQ GAME

Excellence Motivation Thinking Empathy Courage

Melrose Primary School

Curriculum Allocation & Timetable Example - YEARS 1 / 2

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DOMAINS / LA	MELROSE	SESSION	TIME	MON	TUES	WED	THUR	FRI
ENGLISH / LITERACY/ EAL <ul style="list-style-type: none">Reading and viewingWritingSpeaking and ListeningSpelling	YEARLY : 400 HOURS WEEKLY: 10 HOURS	MORNING CIRCLE	9.00 - 9.20 20 MINS	Mark Roll Morning Circle Daily Schedule	Mark Roll Morning Circle Daily Schedule	Mark Roll Morning Circle Daily Schedule	Mark Roll Morning Circle Daily Schedule	Mark Roll ASSEMBLY
		Session 1	9.20 - 10.20 1 HOUR	READING	READING	READING	READING	EQ
MATHEMATICS <ul style="list-style-type: none">Number & AlgebraMeasurement and GeometryStatistics and Probability	YEARLY : 200 HOURS WEEKLY: 5 HOURS	Session 2	10.20 - 11.20 1 HOUR	WRITING	WRITING	WRITING	WRITING	READING
		EATING TIME BREAK 1	11.20 - 11.30am 11.30 - 12.00am					
DISCOVERY <ul style="list-style-type: none">Civics and CitizenGeographyHistoryScienceEconomics and BusinessTechnologies	YEARLY : 80 HOURS WEEKLY: 2 HOURS	Session 3	12.00 - 1.00 1 HOUR	MATHS	MATHS	MATHS	MATHS	WRITING
		Session 4	1.00 - 2.00 1 HOUR	ART	PE	AUSLAN	LIBRARY	EQ
EMOTIONAL INTELLIGENCE - EQ <ul style="list-style-type: none">Know YourselfChoose YourselfGive of Yourself	YEARLY : 160 HOURS WEEKLY: 3 HOURS + 1 for assembly	BREAK 2 EATING TIME	2.00 - 2.30pm 2.30 - 2.40pm					
		HEALTH & PHYSICAL EDUCATION	YEARLY : 40 HOURS WEEKLY: 1 HOUR					
THE ARTS	YEARLY : 40 HOURS WEEKLY: 1 HOUR	MINDFULNESS	2.40 - 2.45 5 MINS	MINDFULNESS	MINDFULNESS	MINDFULNESS	MINDFULNESS	MINDFULNESS
LANGUAGE - AUSLAN	YEARLY : 40 HOURS WEEKLY: 1 HOUR	Session 5	2.45 - 3.20 35 MINS	EQ	EQ	DISCOVERY	DISCOVERY	MATHS

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Curriculum Allocation & Timetable Example - YEARS 3/4

*Know Yourself
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DOMAINS / LA	MELROSE	SESSION	TIME	MON	TUES	WED	THUR	FRI
ENGLISH / LITERACY/ EAL <ul style="list-style-type: none">Reading and viewingWritingSpeaking and ListeningSpelling	YEARLY : 400 HOURS WEEKLY: 10 HOURS	MORNING CIRCLE	9.00 - 9.20 20 MINS	Mark Roll Morning Circle Daily Schedule	Mark Roll Morning Circle Daily Schedule	Mark Roll Morning Circle Daily Schedule	Mark Roll Morning Circle Daily Schedule	Mark Roll ASSEMBLY
		Session 1	9.20 - 10.20 1 HOUR	READING	READING	READING	READING	EQ
MATHEMATICS <ul style="list-style-type: none">Number & AlgebraMeasurement and GeometryStatistics and Probability	YEARLY : 200 HOURS WEEKLY: 5 HOURS	Session 2	10.20 - 11.20 1 HOUR	WRITING	WRITING	WRITING	WRITING	READING
		EATING TIME BREAK 1	11.20 - 11.30am 11.30 - 12.00am					
DISCOVERY <ul style="list-style-type: none">Civics and CitizenGeographyHistoryScienceEconomics and Business	YEARLY : 80 HOURS WEEKLY: 2 HOURS	Session 3	12.00 - 1.00 1 HOUR	MATHS	MATHS	MATHS	MATHS	WRITING
		Session 4	1.00 - 2.00 1 HOUR	ART	PE	AUSLAN	LIBRARY BORROWING DIGITAL TECH/ NUMERACY	EQ
EMOTIONAL INTELLIGENCE - EQ <ul style="list-style-type: none">Know YourselfChoose YourselfGive of Yourself	YEARLY : 160 HOURS WEEKLY: 3 HOURS + 1 for assembly	BREAK 2 EATING TIME	2.00 - 2.30pm 2.30 - 2.40pm					
HEALTH & PHYSICAL EDUCATION	YEARLY : 40 HOURS WEEKLY: 2 HOURS	MINDFULNESS	2.40 - 2.45 5 MINS	MINDFULNESS	MINDFULNESS	MINDFULNESS	MINDFULNESS	MINDFULNESS
VISUAL ARTS	YEARLY : 40 HOURS WEEKLY: 1 HOUR			EQ	EQ	DISCOVERY	DISCOVERY	3/4 SPORT
LANGUAGE - AUSLAN	YEARLY : 40 HOURS WEEKLY: 1 HOUR	Session 5	2.45 - 3.20 35 MINS	EQ	EQ	DISCOVERY	DISCOVERY	3/4 SPORT

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Melrose Primary School

Curriculum Allocation & Timetable Example - YEARS 5 / 6

*Know Yourself
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DOMAINS / LA	MELROSE	SESSION	TIME	MON	TUES	WED	THUR	FRI
ENGLISH / LITERACY/ EAL <ul style="list-style-type: none">Reading and viewingWritingSpeaking and ListeningSpelling	YEARLY : 400 HOURS WEEKLY: 10 HOURS	MORNING CIRCLE	9.00 - 9.20 20 MINS	Mark Roll Morning Circle Daily Schedule	Mark Roll Morning Circle Daily Schedule	Mark Roll Morning Circle Daily Schedule	Mark Roll Morning Circle Daily Schedule	Mark Roll ASSEMBLY
		Session 1	9.20 - 10.20 1 HOUR	READING	READING	READING	READING	EQ
MATHEMATICS <ul style="list-style-type: none">Number & AlgebraMeasurement and GeometryStatistics and Probability	YEARLY : 200 HOURS WEEKLY: 5 HOURS	Session 2	10.20 - 11.20 1 HOUR	WRITING	WRITING	WRITING	WRITING	READING
		EATING TIME BREAK 1	11.20 - 11.30am 11.30 - 12.00am					
DISCOVERY <ul style="list-style-type: none">Civics and CitizenGeographyHistoryScienceEconomics and BusinessTechnologies	YEARLY : 80 HOURS WEEKLY: 2 HOURS	Session 3	12.00 - 1.00 1 HOUR	MATHS	MATHS	MATHS	MATHS	WRITING
		Session 4	1.00 - 2.00 1 HOUR	ART	PE	AUSLAN	LIBRARY DIGITAL TECH	EQ
EMOTIONAL INTELLIGENCE - EQ <ul style="list-style-type: none">Know YourselfChoose YourselfGive of Yourself	YEARLY : 160 HOURS WEEKLY: 3 HOURS + 1 for assembly	BREAK 2 EATING TIME	2.00 - 2.30pm 2.30 - 2.40pm					
HEALTH & PHYSICAL EDUCATION	YEARLY : 40 HOURS WEEKLY: 2 HOURS	MINDFULNESS	2.40 - 2.45 5 MINS	MINDFULNESS	MINDFULNESS	MINDFULNESS	MINDFULNESS	MINDFULNESS
THE ARTS	YEARLY : 40 HOURS WEEKLY: 1 HOUR			EQ	EQ	DISCOVERY	DISCOVERY	5/6 SPORT
LANGUAGE - AUSLAN	YEARLY : 40 HOURS WEEKLY: 1 HOUR	Session 5	2.45 - 3.20 35 MINS	EQ	EQ	DISCOVERY	DISCOVERY	5/6 SPORT

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English (see MPS Literacy Framework)

- English learning should encompass the modes of Reading and Viewing, Writing and Speaking and Listening as outlined in Victorian Curriculum.
- Where possible, is expected that a two hour literacy block be scheduled each day. This can include integrating literacy teaching across other areas of learning.

Mathematics (see MPS Numeracy Framework)

- Mathematics teaching should encompass the areas of Number and Algebra, Measurement and Geometry and Statistics and Probability as outlined in the Victorian Curriculum.
- It is expected that an hour numeracy block be scheduled each day. This could be integrated across other areas of learning

Health and Physical Education

In accordance with DET policy, Melrose Primary School will mandate the following times to Physical Education:

- F-2: 1 hour specialist session each week
- 3-6: 2 hours per week of Physical Education and sport with 60 minutes for Physical Education.
- Melrose Primary school will participate in sport events such as winter school sport, athletics, cross country and swim carnival.
- The swimming program will run once per year for each year level.
- The Physical Education program will be supplemented by outside sporting associations that may run clinics in Physical Education sessions to support the development of specific sporting skills.
- The school will integrate Health Education, Life Education and Drug Education into the curriculum, in accordance with DET policy. Other health related topics that the school will cover include Healthy Eating, Student Wellbeing, Social and Emotional Wellbeing. These topics are covered through the MPS Emotional Intelligence Program and Discovery Topics.

Languages

- According to DET policy, schools must provide tuition in languages from Foundation to Year 10 by a suitably qualified teacher and report student achievement from Level 4 onwards.
- At Melrose Primary School the Language is AUSLAN.

Information and Communication Technologies

- At Melrose Primary School it is a priority to include technologies across the whole school curriculum.
- In the Victorian Curriculum, the technologies includes Design and Technology and Digital Technologies.
- The technologies provide a framework for students to learn how to use technologies to create innovative solutions that meet current and future needs. Students are encouraged to make decisions about the development and use of technologies, considering the impacts of technological change and how technologies may contribute to a sustainable future. The curriculum provides practical opportunities for students to be users, designers and producers of new technologies.
- In Design and Technology, students use design thinking and technologies to generate and produce designed solutions. In Digital Technology, students use computational thinking and information systems to analyse, design and develop digital solutions.

Emotional Intelligence (see EQ Framework: Educating Hearts and Minds)

- Emotional Intelligence is taught explicitly in one hour sessions in all classrooms
- Emotional Intelligence is taught implicitly through immersion in a school culture that values and promotes social and emotional development
- The emotional intelligence curriculum includes elements of Health and Physical Education and the Capabilities (Ethical, Intercultural and Personal and Social).

Investigations (see Investigations Framework)

- At Melrose, Investigations is the name given to the structured play-based learning program undertaken Foundation.
- Students are given the opportunity to explore open ended activities that link to their current classroom learning and align with the Victorian Curriculum.
- The Foundation teachers carefully plan and scaffold these learning experiences to encourage students to think, problem solve and take risks independently
- Students in Foundation participate in Investigations 3 times per week. The stations, also known as “play invitations” are designed to engage and inspire students to become motivated, thoughtful, courageous and empathetic learners who strive for academic excellence.

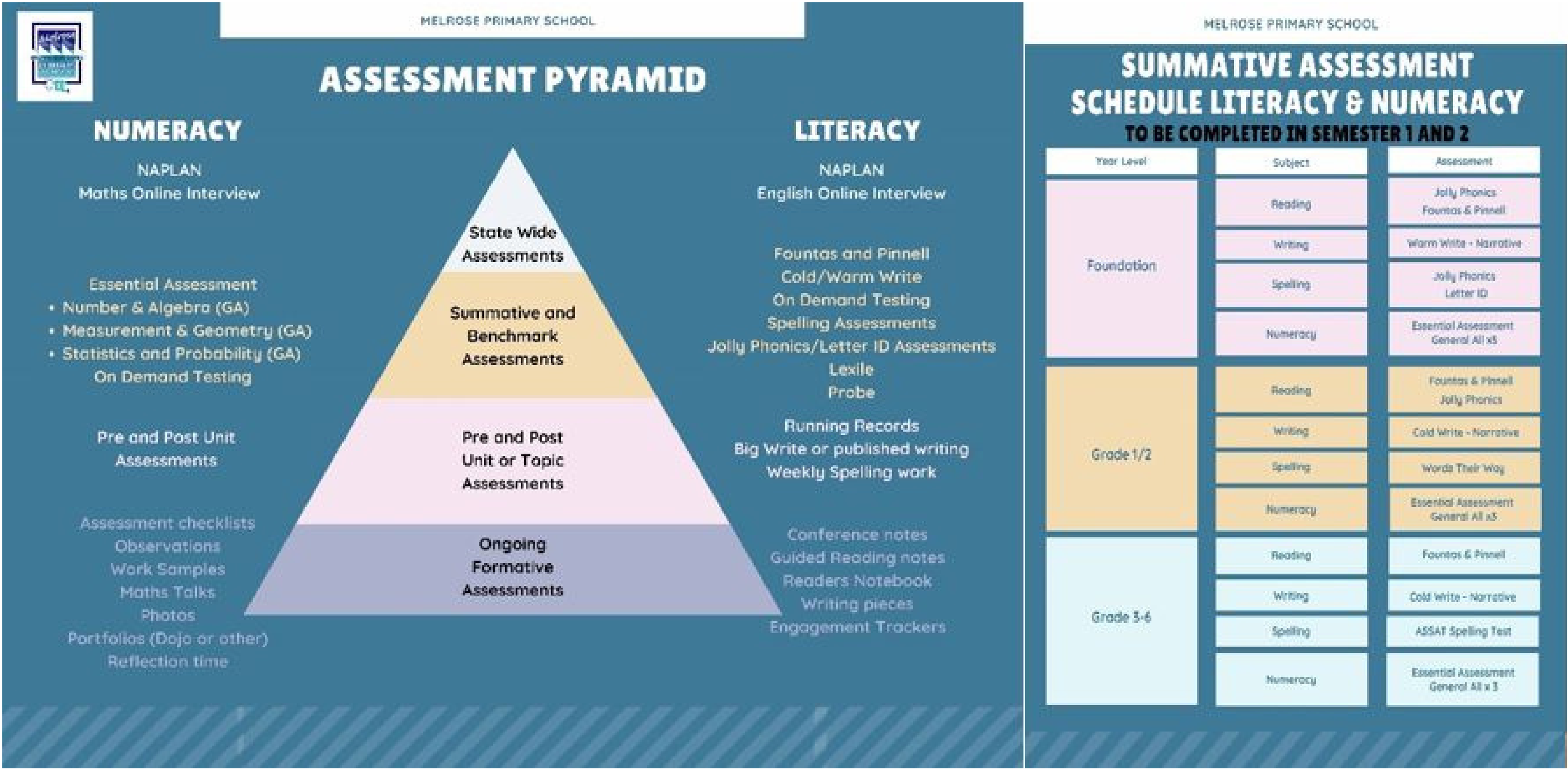
Discovery (see Discovery Framework and Curriculum Map)

- Melrose Primary School implements an ‘integrated curriculum’ approach when designing Discovery units. Integrated Curriculum refers to the structured organisation of teaching and learning experiences where by significant content, across and within learning areas is selected to develop students’ understanding of the world.
- Discovery incorporates the essential skills and understandings in the areas of The Arts, Health, Humanities, Science and Technologies.
- Students develop important understandings, concepts, values and skills that apply across and beyond the traditional constraints of individual learning areas. Students are actively involved in the construction of their own knowledge through deep engagement in the learning process.
- Units of work within Discovery are integrated with English and Mathematics.
- At Melrose Primary School, Discovery operates on a two year rotation. Each Unit level will explore at least four topics each year. Usually this would be structured with one topic per term (see curriculum mapping).

Assessment and Reporting

Melrose Primary School undertakes a range of student assessment and reporting activities to inform and support student learning.

Assessment is the ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about learners’ progress and achievement to improve learning. Melrose Primary School has a comprehensive assessment schedule.



Reporting communicates comprehensive information about student learning and achievement in different forms to a range of audiences for a variety of purposes.

Comprehensive reporting covers three major areas:

- **Student reporting:** Melrose Primary School report to parents/carers using student reports, to strengthen family partnerships by engaging teachers and families in regular and meaningful communication about students’ learning needs.
- **School reporting:** Melrose Primary School report to the local community via their annual report, providing a concise summary of the school’s achievements and progress.
- **System reporting:** the Department reports Melrose Primary School’s systemic improvement to the broader educational community through state-wide and national reports, providing statistical and related information about Victorian educational outcomes.

Student reports for parents/carers are confidential documents that schools are required to produce at least twice a year using a five-point rating scale. The purpose of student reports is to:

- report student progress and achievement in Years Prep to 6
- provide parents/carers with clear, individualised information about progress against the achievement standards
- identify the student’s areas of strength and areas for improvement.

In addition to producing student reports, schools will offer a parent-teacher conference to discuss the student's progress.

Melrose Primary School will assess and report student progress against the Victorian Curriculum F-10 achievement standards for the teaching and learning programs they have designed.

National Assessment Program – Literacy and Numeracy (NAPLAN) assesses all students in Years 3 and 5 each year using common tests in reading, writing and language conventions (spelling, grammar and punctuation) and numeracy.

These test results are used by:

- students and parents/carers to discuss achievements and progress with teachers
- teachers to identify students who require greater challenges or additional support
- schools to identify strengths and weaknesses in teaching programs and set goals in literacy and numeracy
- school systems to review programs and support offered to schools.

The Victorian Government School Performance Summary forms a part of the school's Annual Report to provide parents/carers and the community generally with a clear overview of how each government school is performing in Victoria. Each performance summary provides:

- an overview of student performance at the school, and how the school compares with other Victorian government schools (accounting for student intake)
- student outcome results with regard to learning achievement, engagement and wellbeing for the latest school year, the last four years (when available) and a detailed breakdown of the areas that were measured, and
- school comparison data to other schools, that identifies whether a school (accounting for student intake) is performing higher than, lower than, or broadly similar to the expectation of schools with similar student intake characteristics.

The Annual Report informs parents/carers and the wider school community of the school's successes, activities and achievements throughout the year.

The Department also provides each school with other confidential reports that summarise student outcomes in that school, including learning achievement, relative to threshold performance standards. These reports are provided to inform the processes of school strategic planning and review.

National reports indicate the performance of student cohorts as a whole against agreed national standards and targets, as well as informing the design and implementation of improvement strategies for the education system. Schools use the English Online Interview to generate a wide range of reports that can provide valuable diagnostic information to inform program planning and resource allocation. At the start of each year all Foundation students at Melrose Primary School are assessed using the English Online Interview (this assessment is optional for Year 1 and Year 2 students).

The interview is a one-to-one interview between the teacher and student with the teacher recording the responses in an online system. This interview assesses students against the three modes of English (Reading, Writing, Speaking and Listening) and is accessible by all Prep to Year 2 teachers in Victorian government schools during a defined 4 week period at the start of each year contains a wide range of support materials for administering the interview.

IMPLEMENTATION

3.1 Program Development

Melrose Primary School will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English. The school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan. In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes. The Victorian Curriculum will be used as a framework for curriculum development and delivery in accordance with Department of Education and Training (DET) policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines. The school will provide at least 25 hours student instruction per week.

3.2 Program Implementation

- The Melrose Primary School, School Improvement Team (SIT) will determine the curriculum program for the following year. To facilitate this implementation, curriculum documentation and assessment schedules are produced to reflect the Victorian Curriculum. The DET requirements related to the teaching of Languages, Physical Education, and New Arrivals Program/English as an Additional Language (EAL) will continue to be implemented.
- Curriculum leaders will be required to review their policy, curriculum framework and strategic plan (where applicable), and prepare a comprehensive annual program budget and present these to the Finance Manager and Principal as part of the school's annual budget.
- Each term, level teams will produce a curriculum planning document detailing the learning focuses of the term. Weekly Collaborative Planning will have a focus on student learning data and planning in order to provide differentiated approaches to teaching that cater for the needs of students with a range of interests, abilities, skills, and motivation. This will include references to the Victorian Curriculum.
<http://victoriancurriculum.vcaa.vic.edu.au/>.
- Curriculum and level leaders will ensure the Victorian Curriculum scope and sequence and curriculum coverage is monitored across the school. Strategic teams and professional learning, teaching and learning teams are responsible for core curriculum development and delivery.
- The school has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common documentation and common understandings of the whole school curricular (see Melrose Teach Hub).
- The MPS Strategic Plan is the school's statement to its community about what it stands for and intends to do, over the next four years, to improve student outcomes. It defines what the school values most and sets out the school's goals and targets, key strategies for improvement and its resourcing priorities.
- The MPS Annual Implementation Plan outlines one-year goals that are steps towards achieving the broader targets set in the Strategic Plan. It also provides a reference point for monitoring the school's progress in meeting the goals and targets set in its Strategic Plan.

3.3 Student Wellbeing and Learning

Melrose Primary School will embed student wellbeing in all learning experiences by aligning student welfare, Emotional Intelligence, Trauma Informed practices, a behaviour education approach and curriculum policies to create an educational environment and curriculum that is inclusive and meaningful to all students by:

- providing an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences
- providing a flexible, relevant, inclusive and appropriate curriculum
- accommodating student developmental needs within the Victorian Curriculum stages of schooling

3.3.1 Students with Disabilities

Melrose Primary School is committed to delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs. Melrose Primary School will liaise with SSSO to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

3.3.2 Koorie Education

Melrose Primary School is committed to providing culturally appropriate and inclusive programs to Koorie students through:

- working in partnership with the Koorie community and KESO to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community
- staff participation in CUST training
- supporting the development of high expectations and individualised learning for Koorie students (eg. Koorie Literacy and Numeracy Intervention Program)
- creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum (ongoing commitment to meeting the outcomes of Marrung Aboriginal Education Plan)
- implementing initiatives and programs that meet student needs and in partnership with the Koorie community (eg. Koorie Homework Club).

3.4 Program Evaluation & Review

The School Improvement Team will meet regularly (at least twice per term) to track whole school data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, school based testing, teacher judgments based on learning outcomes in the Victorian Curriculum.

Each year the school will audit and evaluate the curriculum to ensure curriculum domains, dimensions and standards of the Victorian Curriculum meet minimum requirements and are updated to reflect current school initiatives. This audit will inform future curriculum planning.

Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority.

REFERENCES

- <http://www.education.vic.gov.au/school/principals/spag/Pages/spag.aspx>
- <http://Vic.Curric.vcaa.vic.edu.au/>
- The Victorian Government's paper, Towards Victoria as a Learning Community, <http://www.education.vic.gov.au/about/departments/pages/learningcomm.aspx>
- The Compact <http://www.education.vic.gov.au/school/principals/governance/Pages/compact.aspx>
- The Victorian Early Years Learning and Development Framework (VEYLDF) <http://www.vcaa.vic.edu.au/Pages/earlyyears/index.aspx>
- <http://www.vcaa.vic.edu.au/Pages/foundation10/curriculum/faq.aspx#hours>
- [http://www.acara.edu.au/verve/_resources/07_04_Curriculum_Design_Paper_version_3+1_\(June_2012\).pdf](http://www.acara.edu.au/verve/_resources/07_04_Curriculum_Design_Paper_version_3+1_(June_2012).pdf)
- <http://www.education.vic.gov.au/studentlearning/curriculum/default.htm>
- <http://www.education.vic.gov.au/management/governance/spag/curriculum/default.htm>

Links to DET School Policy & Advisory Guide:

- [Curriculum](#)
- [Using Digital Technologies to Support Learning and Teaching](#)
- [Student Wellbeing and Learning](#)
- [Students with Disabilities](#)
- [Koorie Education](#)

This policy was last ratified by School Council :

April 2021